

**NEW JERSEY
BEST PRACTICES
2002-2003 APPLICATION**

Mowhawk Ave School

Failure to comply with the procedures for submission of the application will result in the elimination of the application.

Application Requirements:

- RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in responding to the statements
- USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
- Applications must be typed on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. This sentence is in twelve-point Times New Roman.
- Keyboarded responses to all the statements below must be no more than a total of four pages. Keyboard and number the statement followed by the response. Format your response for clarity.
- The information on page 4 and the responses** to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
- The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- The original and seven copies of the application** must be submitted to the county superintendent of schools by **December 15, 2002**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name <u>Colonial Houses –</u>
<input checked="" type="checkbox"/> Elementary School	<u>5</u>	<u>A Collaborative Project</u>
<input type="checkbox"/> Middle School	<u> </u>	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Junior High School	<u> </u>	Number of Districts with Practice <u>1</u>
<input type="checkbox"/> High School	<u> </u>	Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
<input type="checkbox"/> Other: <u> </u>	<u> </u>	<input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.		
<input checked="" type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Guidance and Counseling Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Diversity and Equity Programs	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages/Bilingual Education
<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Public Engagement	
	(family involvement and partnerships with business, community, school districts, and/or higher education)	

- Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
- List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
- Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
- Describe how you would replicate the practice in another school and/or district.

*The 2002 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promoted high student achievement.

Objectives: The Colonial House practice was designed as a collaborative project, in coordination with the Social Studies curriculum. The main objective is to have the students design their own project based on certain criteria and bring it from its conception to its completion. To meet this objective the students will demonstrate the ability to:

- work in a collaborative setting
- make decisions
- solve problems
- meet deadlines
- become accountable for their efforts
- experience real-life situations

Description: Based on the philosophy of Problem Based Learning, it was easy to use the real-life situation in our school district as a motivation to the task. The constant addition of new housing developments makes the theme a familiar one. The students are presented with the information that our town has a new tract of land that has been set aside for development. In order to provide quality homes, individual lots are available to teams of professionals for the purpose of building homes in the Colonial style. The teams consist of architects, builders, landscapers, and realtors. All four members of each team will be involved in all areas of the project. Knowledge of Colonial houses is essential and creativity is encouraged. Each team is given a folder on the first day of the project. It is filled with information necessary for the project and also has pages that will be completed as the houses progress. The cover allows students to identify themselves as team members and label their work by means of Block and Lot numbers. The block number is represented by the homeroom number, and the table number is used as a lot number. The team folders allow the students to track their progress throughout the project. A bulletin board displays an assortment of photographs of colonial houses taken in Williamsburg, Virginia. It also contains an actual blueprint of a Salt-Box house. As we scan through the project booklet, observe the information on the bulletin board, and refer to some books on Early American architecture, the students are beginning to form their ideas for what will go into the design of their houses.

As architects, students draw up a blueprint of the house on a sheet of graph paper including a floor plan and 4 views (right, left, front, and back). A completed blueprint must be approved by the *Building Inspector* before moving on to the next stage. Working from their own plans, the students will construct a frame of the house (including roof) from an 18"x24" sheet of white construction paper. The completed frame is sided with either wood, stone or brick cut from construction paper. Windows, doors, shingles, shutters, and a chimney need to be added. The house remains completely collapsible until all outside work is finished, allowing for easy storage. A 12"x18" piece of cardboard will be transformed into the property on which the house will be attached. Landscaping, designed along the Colonial theme, makes attractive and efficient use of the property. The value of the house will be based on the size of the house, style of roof, and any features and details that are added. A form in the table folder is used to record and calculate this information. After assigning a realistic value to the house, the realtors will write a description of the house, inside and out, that can be used as an advertisement for potential buyers.

Promotes High Student Achievement: There is a value sheet with pre-determined amounts for various parts of the house and its accessories. This sheet allows students to record what went into the building of the house and calculate its value. Its accuracy can be easily assessed. A daily grade is also recorded to track the individual efforts that contribute to the group's project. Students must apply for permits and meet deadlines as would actual architects and builders. They become accountable for what they have done or still need to do. This visual and product-oriented practice allows for the opportunity to see and hear creativity at its best. The students become thoroughly involved in the assignment. Their enthusiasm propels them through the work as they feed off members within their own team and from one team to another. The excitement of

being a part of the Open House presentation at the conclusion of the project encourages high student achievement.

Innovative: This interdisciplinary practice allows the students to see the relationship between art and classroom subjects, and it provides the opportunity for them to apply knowledge previously learned.

Art	Social Studies	Math	Language Arts
3D construction texture design space use of tools and materials	Colonial architecture Colonial life including: use of fireplaces use of shutters sources of food purpose of fencing	Perimeter Area Length, width, height Multiplication Addition Drawing to scale	Reflection Descriptive paragraph Persuasive writing Spelling Punctuation Compound sentences

2. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

The students' needs include working collaboratively, responsibility, decision-making, and accountability. This practice also provides opportunities for students to be successful in a variety of tasks, allowing for individual strengths to surface. The skills of following directions, using tools properly, and exercising correct techniques are important in this, as in any, art project. Students have the opportunity to apply their math and language art skills as they complete roles as realtors. An important realization is that art does not just exist within the walls of the art room. The theories and techniques can and should be considered and applied in the classroom, at home, or in the community.

Rubrics are included in the table folders and serve in two ways: first, they are available as a resource by which students can mark their progress and strive to achieve higher goals, and second, as a means for assessing their accomplishments. Students can achieve at one of 4 levels: Primitive, Apprentice, Craftsman, and Master. There are rubrics for the total project, the blueprint, and the advertisement. The table below shows the areas that are assessed. The rubrics can be found on our school website. Most students generally achieve at the Craftsman level with one or two areas being at the Apprentice or Master level. Some students achieve all areas at the Master level.

Colonial House	Blueprint	Advertisement
Construction	Views (4 + floor plan)	Number of sentences
Features	Doors and windows	Sentence structure
Landscaping	Scale	Punctuation
Collaboration	Clarity	Use of adjectives
Time management	Labels	Description

There is a value sheet with pre-determined amounts for various parts of the house and its accessories. This sheet allows students to record what went into the building of the house and calculate its value. Its accuracy can be easily assessed. A daily grade is also recorded to track the individual efforts that contribute to the group project.

There are four major areas of assessment at the conclusion of the project.

1. Each group must present a completed house with landscaping, along with the table folder, by the pre-determined date set for the Open House. The house is evaluated by means of a rubric.

2. A completed advertisement will be handed in prior to the Open House, so that it may be displayed for visitors to see. The advertisement is evaluated by means of a rubric.
3. The Open House provides the opportunity for students to see the work of their peers, and for parents and friends to see the accomplishments of their children. The students have the pleasure of showing and explaining what they have been working on for the past parking period. Visitors sign a guest book as they enter and are encouraged to fill in a comment form to communicate their views on what they have seen.
4. As a final requirement for any major project completed throughout the year, students will complete an entry slip describing the project and their feelings about what they accomplished. This paper, including a photograph of the house, is added to their art portfolios which will be taken home at the end of the year. The students receive a grade on the entry slip based on their ability to communicate their project to others, thus showing a clear understanding of the assignment. As a result of having the entry slip and photo on the computer, students are able to add this assignment to their digital portfolios. A video showcasing the art portfolio and its contents becomes a major contribution to that portfolio.

A number of checklists are used throughout the project. One checklist in the table folder serves as a record of what has been accomplished and what still needs to be done. A second checklist is presented to the team at the Open House, showing them whether their assignment is complete or if there are still areas that need to be addressed. A Certificate of Occupancy is awarded to each team that has completed all phases of the practice.

3. List the specific *Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses those standards. Provide an example to substantiate your response.

1.1: All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts. (1.1.2)

The manner in which simple skills such as cutting, pasting, and adding details are applied contribute to the aesthetic quality apparent at the final "Showcase of Homes".

1.2: All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts. (1.2.1, 1.2.3, 1.2.4)

The collaborative skills demonstrated by the students are evident not only in their daily performance, but also in the final product they submit at the conclusion of the assignment. Each student will need to make contributions to the project, but they have the ability to determine what those will be. There are portions of the project which can be completed on an individual basis and later worked into the final work. Technical skills will be required to construct the frame, but originality will be needed in the design and decoration.

1.3: All students will utilize arts elements and arts media to produce artistic products and performances. (1.3.1, 1.3.2)

Art elements, including line, shape, form, color, space, and texture need to be considered and applied as the house is designed and constructed. The appropriate use of art tools and techniques will help achieve the most successful results. The students are provided with basic building instructions, including folding techniques and the use of tabs. They may use this information throughout the project as well as expand upon it in order to achieve their goals.

1.4: All students will demonstrate knowledge of the process of critique. (1.4.1, 1.4.2)

By means of checklists and rubrics, students have the ability to analyze their progress and make adjustments as they go along. The rubric included in their table folders provides the information necessary for self-evaluations throughout the project from beginning to end. It is possible, and encouraged, that students use this information as they create, evaluate, and adjust their project to achieve the most success they can.

During the Open House, individuals explain the project to family members as they view all the houses. At the completion of the project, each student types out an entry slip for their art portfolio. This includes a photo of the house and a description listing materials used and comments on its successes, weaknesses, any difficulties they faced, and the solutions they found to those problems.

1.5: All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts. (1.5.1)

Knowledge of the Colonial period, which is in the 5th grade curriculum, is necessary in this project. Applying this knowledge as they consider the needs in their own community allows students the opportunity to connect the past with the present.

1.6: All students will develop design skills for planning the form and function of space, structures, objects, sound, and events. (1.6.1, 1.6.2, 1.6.3, 1.6.4)

The students will design their houses in the Colonial style as they consider these houses to become a part of their own community. In landscaping they must consider practical needs of the home owner as well as their recreational needs. Being given a pre-determined size for the property, the use of space becomes important as they draw up the design of both house and property. The actual construction of the house will present problems along the way and students must find solutions in order to continue. Standard 1.6 and its components capture the essence of the 3-dimensional assignment, even without the consideration of the time period, and the correlation to subjects such as math and language arts.

The Cross-Content Workplace Readiness Standards are addressed in the objectives of this practice.

Standard 1: The skills necessary for career planning and workplace readiness are exercised throughout the practice. Responsibility, cooperation, accountability, patience, and the ability to see a project through to its completion are important in the path to completing all tasks.

Standard 2: Using information, technology, and other tools is important to the physical construction of the house and the manipulation of the materials. These are the resources with which the students begin and continue to use throughout the practice.

Standard 3: Thinking, decision-making, and problem solving skills are essential components of the process. The first stage of designing the house requires much thought and possibly compromise as students try to consider every team members opinion. The building of the house in stage 2 often brings structural problems that need to be solved in order to continue.

Standard 4: The use of self-management skills allows the students to work independently within the concept of collaboration, thus allowing for different learning styles and making flexible the amount of time necessary to complete a task.

4. Describe how you would replicate the practice in another school and/or district.

The premise of the project can be adapted to other grade levels and communities. The level of difficulty can be adapted toward the age of the students. A class theme could be designed around a community, with students contributing one building necessary in its becoming self-sufficient. The theme can easily be altered to fit various curriculum studies, including periods in history or geographic locations. The dynamics of a particular school will help determine the specifics of the lesson. A smaller school with less classes or a smaller pupil/teacher ratio might consider doing the project with a team of two students. A high school student might choose to design and build a structure on an individual basis. Another option would be to have the students create the houses in art and then calculate the value as part of a math class and write the advertisement within the language arts class. Younger students might create their houses over an existing form, such as milk cartons, thus simplifying the building process and focusing more on the decoration. As I shared this practice with some art teachers, I found it interesting to listen as they brainstormed how to use the lesson, or parts of it, as they adapted it to their own situations and the needs of their students.